

## EUROPEAN HISTORY SECTION II

### Question 1 (Document-Based Question)

**Suggested reading and writing time: 55 minutes**

**It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- **Thesis: (0-1)** Present a thesis that makes a historically defensible claim and responds to all parts of the question that establishes a line of reasoning.
- **Contextualization: (0-1)** Describe a broader historical context relevant to the prompt.
- **Evidence: (0-3)** Utilize the content of at least six 3 documents (**1 point**) or 6 documents (**2 points**) to address the topic of the prompt.
  - **(0-1) Evidence beyond the documents:** Use at least one additional piece of the specific historical evidence beyond that found in the documents relevant to an argument about the prompt.
- **Analyzing and Reasoning: (0-2)** For at least three documents (**1 point**), explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
  - **(1 point)** Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. Explain the significance of author's POV, context, audience, and/or purpose (CAP) for at least four documents.

Historical Setting: The Industrial Revolution, which began in England in the mid-18<sup>th</sup> century, was a period that brought great change to both western society and the lives of the people. Mass production replaced cottage industry output that was often less-than-reliable, and the search for raw materials and new markets spurred a frenzy of imperialistic action by the major industrial powers.

Using specific information from the following documents, assess the validity of the following statement:  
*The benefits of the economic and technological advances gained during the Industrial Revolution justify the ill treatment of workers during the time period.*

### DOCUMENT 1

“ . . . Nothing is now done directly, or by hand; all is by rule and calculated contrivance. For the simplest operation, some helps and accompaniments, some cunning abbreviating process is in readiness . . . What wonderful accessions have thus been made, and are still making, to the physical power of mankind; how much better fed, clothed, lodged and, in all outward respects, accommodated men now are, or might be, by a given quantity of labour, is a grateful reflection which forces itself on every one. What changes, too, this addition of power is introducing into the Social System; how wealth has more and more increased, and at the same time gathered itself more and more into masses, strangely altering the old relations, and increasing the distance between the rich and the poor, will be a question for Political Economists, and a much more complex and important one than any they have yet engaged with.” *Excerpt from Thomas Carlyle’s “Signs of the Times: The “Mechanical Age””(1829)*

## DOCUMENT 2

What was the consequence if you had been too late?

- I was most commonly beaten.

Severely?

- Very severely, I thought.

In those mills is chastisement towards the latter part of the day going on perpetually?

- Perpetually.

So that you can hardly be in a mill without hearing constant crying?

- Never an hour, I believe.

Do you think that if the overlooker were naturally a humane person it would still be found necessary for him to beat the children, in order to keep up their attention and vigilance at the termination of those extraordinary days of labour?

- Yes; the machines turns off a regular quantity of cardings, and of course, the must keep as regularly to their work the whole of the day; they must keep with the machine, and therefore however humane the slubber may be, as he must keep up with the machine or be found fault with, he spurs the children to keep up also by various means but that which he commonly resorts to is to strap them when they become drowsy.

At the time when you were beaten for not keeping up with your work, were you anxious to have done it if you possibly could?

- Yes; the dread of being beaten if we could not keep up with our work was a sufficient impulse to keep us to it if we could.

***Testimony of Matthew Crabtree, 22 year-old called to testify before the Sadler Committee about his experiences as a child laborer in an English factory - 1832***

## DOCUMENT 3

“Factory labour is a species of work, in some respects singularly unfitted for children. Cooped up in a heated atmosphere, debarred the necessary exercise, remaining in one position for a series of hours, one set or system of muscles alone called into activity, it cannot be wondered at – that its effects are injurious to the physical growth of a child. Where the bony system is still imperfect, the vertical position it is compelled to retain, influences its direction; the spinal column bends beneath the weight of the head, bulges out laterally, or is dragged forward by the weight of the parts composing the chest, the pelvis yields beneath the opposing pressure downwards, and the resistance given by the thigh-bones; its capacity is lessened, sometimes more and sometimes less; the legs curve, and the whole body loses height, in consequence of this general yielding and bending of its parts.”

***Excerpt from The Manufacturing Population of England (1833) by P. Gaskell, a medical observer***

## DOCUMENT 4

“This island is pre-eminent among civilized nations for the prodigious development of its factory wealth, and has been therefore long viewed with a jealous admiration by foreign powers . . . The blessings which physio-mechanical science has bestowed on society, and the means it has still in store for ameliorating the lot of mankind, have been too little dwelt upon; while on the other hand, it has been accused of lending itself to the rich capitalists as an instrument for harassing the poor, and of exacting from the operative an acceleration rate of work. It has been said, for example, that the steam-engine now drives the power-loom with such velocity as to urge on their attendant weavers at the same rapid pace; but that the hand-weaver, not being subjected to this restless agent, can throw his shuttle and move his treddles at his convenience. There is, however, this difference in the two cases, that in the factory, every member of the loom is so adjusted, that the driving force leaves the attendant nearly nothing at all to do, certainly no muscular fatigue to sustain, while it procures for him good, unfailing wages, besides a healthy workshop *gratis*; whereas the non-factory weaver, having everything to execute by muscular exertion, finds the labour irksome, makes in consequence innumerable short pauses, separately of little account, but great when added together; earns therefore proportionally low wages, while he loses his health by poor diet and the dampness of his hovel . . .”

*Excerpt from The Philosophy of Manufacturers (1835), by Andrew Ure, a professor at the University of Glasgow and an enthusiast for the new manufacturing system*

## DOCUMENT 5

It is alleged that the children who labour in factories are often cruelly beaten by the spinners or overlookers that their feeble limbs become distorted by continual standing and stooping, and they grow up cripples. That they are compelled to work thirteen, fourteen or fifteen hours per day. Views such as these have been repeatedly given of factory labour which have persuaded many to think they must be true. But this is the exception not the rule . . . If a spinner can now produce as much in a day as he could last century have produced in a year, and if goods which formerly required eight months to bleach, are now bleached in two days, surely these are the very causes of the amazing extension of the manufacture, and are therefore, subjects of rejoicing, not of lamentation

*Excerpt from The History of the Cotton Manufacture (1835), by Edward Baines, a factory owner*

## DOCUMENT 6

“When women have children thick (fast) they are compelled to take them down early. I have been married 19 years and have had 10 births; seven are in life. When on Sir John’s work was a carrier of coals, which caused me to miscarry five times from the strains, and was very ill after each. Putting is no so oppressive; last child was born on Saturday morning, and I was at work on the Friday night . . . Once met with an accident; a coal brake my cheek-bone, which kept me idle some weeks . . . I have wrought below 30 years, and so has my man; he is getting touched in the breath now. None of the children read, as the work is no regular. I did read once, but no able to attend to it now; when I go below lassie 10 years of age keeps house and makes the broth or stir-about . . .”

*Testimony of Isabel Wilson, a 38 year-old coal putter; gathered by Ashley’s Mines Commission, 1842*

### Short Answer Question

Many historians contend that the development of the railroad in the early 1800s was a significant turning point in European history.

- a) Identify TWO specific pieces of evidence that support the contention, and explain how each supports the contention.
- b) Identify ONE specific piece of evidence that undermines the contention, and explain how it undermines the contention.

### Long Essay Question

Evaluate the extent to which the Industrial Revolution can be viewed as a turning point in European history. Provide specific evidence to justify your answer.